The 6-12 Standards Framework offers one way of organizing the standards for a course with four quarter-length units. It reflects the integrated nature of reading, writing, speaking and listening, and language. The 6-12 Standards Framework provides educators flexibility to shape the content within the units in any way that engages students in meaningful learning. Within each unit, students read appropriately complex instructional and independent texts in diverse media, lengths, and formats; write to express an argument, to inform/explain, or to narrate; use speaking and listening to comprehend, collaborate, report findings; and use language to learn and apply vocabulary, conventions, grammar, and usage of Standard English.

The following chart provides a framework for educators to organize the standards by what students should understand if the standards are grouped together in a certain way. For example, units can be organized by including all the standards in each unit and then repeating those standards with different reading and writing text types for each unit, or they can be organized by grouping certain standards within each unit, using different reading and writing text types within each unit. What remains constant across all four units is the cultivation of students' deep understanding of the discipline as well as their literacy development for college and career readiness.

Organizing the Standards

Educators can create units in four steps:

1. Frame each unit with enduring understandings – larger, transferable insights students will come to understand – for the standards and the humanities.
2. Select reading and writing standards that note the emphases for reading and writing within each unit.
3. Select standards that complement the reading and writing emphases of the unit in order to develop students' deep understandings and their abilities to read closely; produce writing; research; study and apply grammar, usage, and conventions; study and apply vocabulary; conduct discussions; and report findings.
4. Ensure that students have multiple opportunities to access, engage with, and demonstrate their understanding of grade-level standards.

6-12 Standards Framework

| Units | Enduring Understandings | **Reading Emphasis** | **Writing Emphasis** | **Reading, Writing, Speaking and Listening, and Language** | | | | | | |
		Analyzing Texts within Collections of Texts: Instructional and Independent Texts Select from the following standards: RL/I.2, RL/I.3, RL/I.4, RL/I.5, RL/I.6, RL/I.7, RL/I.8, RL/I.9	Narrative Informative / Explanatory Argumentative Select from the following standards: W.1, W.2, W.3	Closely Read a Range of Texts Select from the following standards: RL/I.1, RL/I.10, W.9	Produce Writing Select from the following standards: W.4, W.5, W.6, W.10	Research Select from the following standards: W.7, W.8	Study & Apply Grammar, Usage, & Conventions Select from the following standards: L.1, L.2, L.3, SL.6	Study & Apply Vocabulary Select from the following standards: L.4, L.5, L.6	Conduct Discussions Select from the following standards: SL.1	Report Findings Select from the following standards: SL.4, SL.5, SL.6
1										
2										
3										
4										

Components of the Standards Framework

Units: Each unit is a quarter in length with a course consisting of four quarter-length units.

Enduring Understandings: Enduring understandings are the larger, transferable insights students will come to understand through a unit of study. For more information, refer to WTLC Resource - Jay McTighe Handout 1 and WTLC Resource - Jay McTighe Handout 2 .

Reading Emphasis: Engaging students with appropriately complex texts is the core of the Core. One text cannot be used in service to all of the standards. Therefore, collections of texts – a balance of instructional and independent texts that include diverse text types, media, formats, and lengths – for each unit should be used to engage students in building student knowledge and deepening their understanding. Texts within a collection of texts should be related in some way, e.g., conceptually or topically, written by the same author or in the same genre, or have similar text structures or styles. For more information, refer to Collections of Texts and Guide to Creating Text Sets.

Educators should focus the analysis of the texts based on the standards (RL/I.2-8, RI.9), ensuring that students have multiple opportunities to access, engage with, and demonstrate their understanding of grade-level standards. Students will develop their abilities to understand the central ideas and key supporting details of texts, reflect on the meanings of individual words and sentences, trace the development of ideas over the course of the text, and compare and synthesize ideas across texts.

Writing Emphasis: Narrative writing engages students with crafting their own stories and descriptions by deepening their understanding of literary concepts, structures, and genres (W.3). Informative/explanatory writing engages students with developing their ability to focus, develop, and organize their ideas in order to explain an idea (W.2). Argument writing engages students with developing their ability to focus, develop, and organize their ideas in order to state an argument (W.1).

Reading, Writing, Speaking and Listening, and Language: In each unit, select standards that complement the reading and writing emphases of the unit in order to develop students' deep understandings and their abilities to use evidence; produce writing; research; study and apply grammar, usage, and conventions; study and apply vocabulary; conduct discussions; and report findings.

- Close reading: Close, analytic reading stresses engaging with appropriately complex texts and examining its meaning thoroughly and methodically, encouraging students to read and reread deliberately. The goal of close, analytic reading is for students to be able to analyze authors' craft to develop as writers and to discern and use evidence, starting in grade four, from the text to support their opinions (RL/RI.1, RL/RI.10, W.9). For more information, refer to Close Reading.

- Produce writing: Students should write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences (W.10). Students should engage in the writing process to develop and strengthen clear and coherent writing specific to task, purpose, and audience, using technology as appropriate (W.4-6).
- Research: Students should engage in short as well as more sustained research projects. Research should entail integrating knowledge from literary and/or informational texts on a particular topic or question drawn from the unit. Students are expected to assess the usefulness of each source, refocus their research during the process when appropriate, and integrate the information gathered in a manner that maintains the flow of ideas (W.7-8).
- Study and apply grammar: While grammar is meant to be a normal, everyday part of what students do, students should be taught explicit lessons in grammar as they read, write, and speak (L.9.1-3).
- Study and apply vocabulary: Systematic vocabulary instruction includes learning word-learning strategies, developing word consciousness, learning individual words, and having rich and varied language experiences. Students require multiple exposures to targeted vocabulary words in authentic contexts to retain an understanding of the words' meaning(s) and use the words effectively when writing and speaking (L.4-6).
- Conduct discussions: Students should initiate and engage in a range of collaborative discussions (one-on-one, small group, teacher-led), building on others' ideas and clearly expressing their own based on evidence. They should relate the current discussion to broader themes or larger ideas, respond thoughtfully to diverse perspectives, verify or challenge ideas, and resolve contradictions when possible (SL.9.1).
- Report findings: Students should orally present claims and supporting evidence clearly, concisely, and logically while ensuring that the development, substance, and style are appropriate to purpose, audience, and task (SL.9.4-6).

For additional instructional planning tools, use the Course Plan Template, Unit Plan Template, Lesson Plan Template, An ELA Tool for Evaluating Standards-Based Curriculum, and K-12 Quarter Standards Check.